

INSPECTION REPORT

HALWIN SCHOOL

Porkellis, Helston

LEA area: Cornwall

Unique reference number: 111828

Headteacher: Mrs Stephanie Haskins

Lead inspector: Mrs Rowena Onions

Dates of inspection: 20th – 23rd September 2004

Inspection number: 267505

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 –11 years
Gender of pupils: Mixed
Number on roll: 76

School address: Porkellis
Helston
Cornwall
Postcode: TR13 0EG

Telephone number: 01209 860329
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Appropriate authority: The governing body
Name of chair of governors: Mr M. Clayton

Date of previous inspection: November 1998

CHARACTERISTICS OF THE SCHOOL

Halwin School is a small school, with 76 pupils on roll, seven of whom currently attend part-time in the reception class. The school caters for boys and girls from the age of 4 to 11 years. Halwin is near the village of Porkellis in the heart of rural Cornwall. All its pupils have white British backgrounds. Most pupils live in the catchment area of the school but a small number (10 per cent) are from further afield. The socio-economic context of the school is average. The percentage of pupils taking free school meals is below average. The pupils enter the reception class with a wide range of attainment but, overall, this is average. There are 18 pupils (24 per cent) currently identified as having special educational needs. This is above the national average. The school has pupils with a wide range of special needs, including hearing and speech impairment as well as specific educational difficulties. The school has 'Healthy Schools' status.

Over the last two years, there have been considerable disruptions in staffing in the school. The headteacher has had prolonged periods of absence, initially when seconded to be acting headteacher of another school and latterly with ill health. Other members of staff have had some periods of ill health and one member of staff has been on maternity leave. In general, an average number of pupils leave or join the school at times other than the usual times of admission and transfer. The school currently has, however, a falling roll due in the major part to demographic reasons, but it has also lost a small number of pupils to neighbouring schools. This has necessitated a reduction in classes from four to three. The new class arrangements had been in place for only eight working days prior to the inspection and all teachers were teaching classes new to them.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18354	Rowena Onions	Lead inspector	Foundation Stage Mathematics Science Religious education History Geography
9446	Helen Griffiths	Lay inspector	
25505	Lynn Thomas	Team inspector	English Information and communication technology Art and design Design and technology Music Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a sound quality of education and satisfactory value for money. Teaching is satisfactory overall and ensures that pupils achieve in a satisfactory way in English and mathematics and well in science. By the time they leave the school, they attain above average standards in English and mathematics. Pupils learn to work hard and behave well. The leadership and management of the school are satisfactory.

The school's main strengths and weaknesses are:

- Good teaching and good leadership in science ensures that standards continue to rise and that current Year 6 pupils are attaining high standards in the subject.
- The programme for personal, social and particularly health education is strong and is having a marked positive effect on pupils' personal development. They are keen to take on responsibilities in school and are mature in the way that they fulfil them.
- Recent disruptions in staffing have meant that pupils' achievement, although satisfactory, has not been consistent throughout the school.
- Children in the reception year are given a good start to their schooling.
- The overall quality of teaching is inconsistent. There is good teaching in Years 1, 5 and 6 but in some lessons in Years 2, 3 and 4 there are insufficient active and practical tasks to ensure that all pupils, particularly boys, are motivated to try their best.
- Managers, teachers and governors work hard and aspire to improve the education provided for the pupils, but their work lacks co-ordination and is not as effective as it should be.
- The school values all individuals and ensures that all are fully included in all activities.

The school has shown satisfactory improvement since its last inspection. Despite the turbulence over the last two years with its resulting reduction in the consistency of leadership and management, teaching and achievement, standards have risen in the way that they have nationally in English, mathematics and science. Spiritual, cultural and health education have all improved. Behaviour and attitudes have been maintained at good levels and pupils continue to like being at school. The school has successfully addressed the minor issues raised in the last report.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	E	B	B
mathematics	D	B	C	B
science	A	A	A	A*

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' **achievement is satisfactory** overall, but their progress is not smooth. Children do well in the reception class. By the end of the year, many have attained or exceeded the national goals set for reception children. Pupils in Year 2 in 2004 attained standards above the national average in mathematics and writing and well above this in reading. This is an improvement from recent years. Pupils currently in Years 4 and 5 have been affected by the disruption in staffing and have not achieved as well as they should. The school is taking action to address

this. In national Year 6 tests in 2004, compared to pupils who attained similar levels in Year 2, pupils had done well in both English and mathematics and the progress they had made in science was in line with that made in the top 5 per cent of schools nationally. Current Year 6 pupils have achieved well over the last year and are attaining above average standards in English and mathematics and high standards in science. Pupils with special educational needs do well in all classes but the achievement of higher-attaining pupils mirrors that of their peers, being better in some year groups than in others. The school has begun to address differences in the achievement of boys and girls, and boys are making better progress than before. They still, however, do better in some lessons than in others. Because they are consistently well taught, all pupils achieve well in science and in physical education.

Pupils' personal development is good, as is their behaviour. They enjoy school and happily join in with all that is offered to them. Pupils are keen to take responsibility for helping in school and are very mature when doing so. **Pupils' moral, social, spiritual and cultural development is good**. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The school provides a sound quality of education. Teaching and learning are satisfactory overall. Teaching is good overall in the reception year, in Years 1, 5 and 6 and in science in all classes. It is more variable in other year groups and subjects, in part because not all lessons contain enough pupil participation to ensure that all, in particular the boys, are sufficiently involved to work without adult prompting. All teachers manage pupils well and relationships are productive. Teaching assistants contribute positively to pupils' progress. Assessment is satisfactory. The school has detailed records of pupils' attainment and progress, but these are not in full use. The curriculum is being adapted to accommodate the new class structure and is currently satisfactory. It is enriched well with clubs, visits and visitors. Care and support are satisfactory, as are links with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher, staff and governors wish to make the education of the pupils successful and work to this end. Science, physical education, information and communication technology, the Foundation Stage and special educational needs are well led and managed because there are established co-ordinators in place. The leadership of other subjects is only satisfactory. There is a lack of clear focus for the school's work because self-evaluation and improvement work is not as well co-ordinated as it should be. Governance is satisfactory and ensures that statutory requirements are met. Governors are aware of the strengths and weaknesses of the school, but are not fully involved in its monitoring and development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with the education provided for their children, particularly liking the ways in which their children are encouraged to work hard and mature personally. There remain a small minority of parents, however, who are unhappy about the way the school has dealt with their concerns over matters, such as the changing of session times. Pupils like school and their teachers. They enjoy working and playing together.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- ensure that pupils achieve well in all classes;
- co-ordinate the school's development work through improved and focused systems for school self-evaluation;
- ensure that all lessons actively involve, interest and motivate both boys and girls.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is satisfactory but uneven. Pupils now in Years 1, 2 and 6 have done well, while those now in Years 4 and 5 have not achieved enough. Current Year 3 pupils achieved in a satisfactory way. Pupils with special educational needs achieve well throughout the school. Standards in English and mathematics are above average in both Year 2 and Year 6, as are standards in science in Year 2. Standards in science in Year 6 are well above average and pupils have achieved well.

Main strengths and weaknesses

- Children achieved well in their reception year.
- Disrupted staffing has meant that pupils now in Years 4 and 5 have not achieved well enough over the last year in English and mathematics.
- Standards in science are continuing to rise. In the current Year 6, standards are high.
- The school has made good attempts to improve boys' achievement, but this work is yet to have full effect.
- Pupils attain above average standards in physical education.

Commentary

1. Children in the reception year do well. They receive good teaching and this ensures that they make good progress and achieve well in most aspects of their development. They enter the school with a wide range of attainments and the profile of the group differs from year to year, but overall attainment on entry to the school is average. The end-of-year national Foundation Stage Profile shows that they attain above average standards in all aspects of their development except writing, where their attainment is near average. Their attainment in spoken communication and reading, however, means that overall their communication, language and literacy skills are above average.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.5 (15.5)	16.0 (15.9)
writing	15.2 (14.4)	14.8 (14.8)
mathematics	17.0 (15.9)	16.4 (16.4)

There were 11 pupils in the year group. Figures in brackets are for the previous year

2. Over the last four years, standards in Year 2 have been rising in reading and mathematics. In 2004, when compared nationally, standards at the end of Year 2 in reading were well above average and those in mathematics were above average. Writing standards had been slower to rise, but in 2004 they had risen significantly from the below average standards attained in 2003 and were above average.

3. Year 6 standards have risen over the last four years in line with the way they have nationally. In the 2004 national tests, standards in mathematics were average and those in science were well above average. Standards in English have not risen as steadily and there has been a particular weakness in standards of writing. School improvement work has had a positive impact and standards have now risen pleasingly from a low point in 2003 and in 2004, Year 6 standards in English were above average. Inspection evidence shows that standards amongst the current Year 6 pupils are above average in English and mathematics and are high in science.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.7 (25.3)	27.0 (27.0)
mathematics	27.3 (27.6)	27.2 (27.0)
science	31.0 (30.7)	28.9 (28.8)

There were 19 pupils in the year group. Figures in brackets are for the previous year

4. Overall, pupils achieve in a satisfactory way, but this achievement is not steady throughout the school. In English and mathematics, pupils in some year groups have made better progress than pupils in some others. The disruption in teaching over the last two years has affected the current Year 4 and Year 5 pupils in particular and these pupils have not achieved as well as they should have done. Disruption also affected the current Year 3 group, but their books show that they made particularly good progress in the last two terms of their Year 2 year and thus have achieved in a satisfactory way overall. The current Years 2 and 6 groups also made good progress last year and their achievement is good. The school is aware of the dips in progress and is working to improve these but it is too soon for this work to have taken effect.
5. The quality of leadership and management in science has ensured that these differences in achievement are not evident in this subject. Pupils throughout the school are consistently taught and there is a good emphasis on the practical aspects of the subject. As a result, achievement is good. Pupils attain above average standards in Year 2 and standards in the current Year 6 are set to rise still further from the above average standards previously attained. Most Year 6 pupils are on course to attain the higher level (Level 5) by the end of the year.
6. Pupils with special educational needs achieve well. These pupils are given good additional support, both in lessons and as part of special groups, for example receiving early and additional literacy support. The achievement of higher-attaining pupils, including the gifted and talented, mirrors that of all other pupils, in that they do well in the same year groups and subjects and not as well in others. Overall, their achievement is satisfactory.
7. Over several years there has been a difference in the attainments of boys and girls in the school. The differences in attainment have been greater than those seen nationally. This has been identified by the school and measures taken, for example increasing the number of 'boy friendly' books in the library and increasing the use of computers to assist learning. These measures are taking effect and the differences in attainment were less amongst the 2004 Year 6 group. There remain, however, differences in the overall achievement of boys and girls. These are associated with the teaching of pupils in lessons that were only

satisfactory. Where lessons are active, boys make as good progress as girls, but where they are too static, progress is reduced.

8. The school is justly proud of the pupils' attainment in physical education. Evidence from lessons seen, together with an impressive array of awards and successes from the previous year, show that pupils' attainment is above average and that they achieve well. A good deal of time and energy has been put into the improvement of teaching and learning in information and communication technology (ICT). Standards in Year 2 are above average and pupils have achieved well. Although standards in Year 6 are also above average in the aspects of ICT that pupils have studied recently, standards are only average overall because some aspects of the subject, for example control technology, have yet to be addressed. Pupils' overall achievement is satisfactory. Attainment in religious education is in line with the standards set out in the locally agreed syllabus and pupils' achievement is satisfactory.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance and punctuality are satisfactory. Pupils' moral, social, spiritual and cultural development is good.

Main strengths and weaknesses

- The great majority of pupils like school and enjoy their lessons.
- Pupils are enthusiastic and keen to learn. They concentrate well and want to succeed.
- Pupils' behaviour is good. They are very willing to take responsibility.
- Relationships among pupils and between pupils and adults are good.
- Pupils show good levels of respect for one another's feelings and beliefs.
- The attendance rate has improved and is now in line with the national average.

Commentary

9. At all stages, pupils enjoy school and all it has to offer. Children in the reception class settle very quickly into school routines. Pupils have good attitudes to learning and want to do well and they are keen to enter into discussion. In a Years 2 and 3 personal, social and health education lesson, for example, pupils were eager to put forward their ideas and listened well to others' suggestions. Pupils co-operate well and are trustworthy. Pupils respond well to teachers' expectations of them. Occasionally, boys find it difficult to maintain attention if explanations are too long.
10. As at the time of the last inspection, behaviour is good throughout the school in lessons, assemblies and playtimes. Pupils are confident, friendly and polite. Parents feel strongly that behaviour is good. Pupils respect their teachers, who offer them good examples of courtesy and fairness. Pupils are well aware of how they should behave and fully understand the difference between right and wrong. They have a strong sense of justice. The house system, which includes celebration assemblies and badges, is effective and valued by pupils. No bullying or harassment was observed or reported by pupils during the inspection and pupils knew what they should do if it should occur. No pupils have been excluded from the school.
11. Pupils are enterprising and respond well to the many very good opportunities for taking responsibility, for example in the 'Healthy Schools' council, the school council, the peer

mentoring system and the 'buddy' system for befriending and supporting younger pupils. In discussion, pupils said that they particularly liked the friendly atmosphere of the school. Relationships between pupils and adults and among the pupils themselves are good and this security gives pupils confidence to ask questions and put forward their ideas. Pupils are keen to take part in school activities and participation in extra-curricular activities is good.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.2	School data:	0.4
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

12. Attendance has improved and is now in line with national figures. Punctuality is satisfactory and unauthorised absence is average. The administrative officer monitors attendance weekly and parents are conscientious about informing the school of any absence.
13. The ethos of the school and pupils' spiritual, moral social and cultural development is good, an improvement on the last inspection. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect those around them. The house system and the 'shake up, wake up' exercises at the beginning of the day, together with the many opportunities for pupils to take responsibility, encourage a strong sense of community, and pupils are strongly supportive of one another. Pupils are thoughtful and respect one another's feeling and beliefs. Older pupils are able to discuss issues such as prejudice, showing an ability to empathise with the feelings of others as they do so. There are good opportunities to reflect on the beliefs of others through religious education and assemblies and there are some opportunities for reflection in music and art.
14. The school gives pupils good opportunities to listen to music and there are many opportunities for pupils to learn about the local environment, including a good range of visits. Pupils gain good knowledge of Cornish culture and traditions. They have a better understanding of different cultures within Britain than pupils did at the time of the last inspection, knowing that people from different cultures and backgrounds live differently from themselves. Although this respect is well promoted, pupils are sometimes more vague as to the actual way of life of others.
15. Children's personal, social and emotional development is promoted well in the reception class. The current group of children are already well settled and beginning to fit in with the demands of school life. Current Year 1 pupils demonstrate that most children meet and exceed the national goals set for this area of development by the end of the reception year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound quality of education. Teaching is satisfactory overall. The curriculum is satisfactory and is extended well by extra-curricular activities. The level of care provided for the pupils and the quality of links with parents are satisfactory overall, but there are good and very good aspects to each of these. Links with the community are good.

Teaching and learning

Teaching and learning are satisfactory overall, but inconsistent. There is good teaching and resulting learning in some year groups. The use of assessment is satisfactory.

Main strengths and weaknesses

- Teaching in the reception class and in Years 1, 5 and 6 is good.
- Science is taught well throughout the school.
- All teachers manage pupils well and lessons are conducted in an orderly, friendly way that encourages pupils to want to learn.
- The good lessons seen contained a good mix of activities in which pupils could participate in a number of different ways, but there is inconsistency in practice throughout the school.
- Where lessons are satisfactory, they are too static and pupils, particularly boys, loose attention and do not learn as well as they could.
- Teachers are conscious of the need to improve boys' learning and are beginning to take action to do this.
- Although there are examples of good practice, pupils are not consistently given the information they need to know whether they have been successful in their learning.
- Pupils with special educational needs are carefully taught and helped to learn well.
- Teachers use the skills of teaching assistants well to the benefit of the pupils.
- The school has good procedures for assessing pupils, but many of these are relatively new and are not yet consistently used in the planning of lessons.

Commentary

16. The quality of teaching and learning varies considerably with a good proportion of good and very good teaching in some classes but much satisfactory teaching in others. The quality of teaching seen for pupils in the reception year and in Years 1, 5 and 6 confirms the evidence from pupils' books that pupils in these year groups have been consistently well taught, both currently and during the last year. Lessons in these classes are well planned to interest the pupils and the level of work is both challenging and appropriate. There are examples of good teaching for other pupils but, at this early stage of the school year, there remains variability, in part because teachers in these year groups have yet to settle to new ways of working.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	14	8	2	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

17. Teaching in science is, however, good in all classes. This is because the subject co-ordinator is well established in her role and has, over several years, successfully developed a structured approach to teaching that includes good emphasis on practical activity. This has ensured that changes in staffing have not affected the way in which the subject is taught. Standards in pupils' books mirror the quality of teaching seen during the inspection.
18. A consistent strength of teaching is the way pupils are managed and the way that they respond by behaving well. Pupils are clear that teachers want the best for them, strong relationships are developed and most pupils wish to please the adults with whom they work. This means that lessons are conducted in a good humoured and purposeful way that is conducive to learning.

19. The best lessons seen were characterised by the mix of activities planned for the pupils to undertake. In a Years 4, 5 and 6 religious education lesson, for example, the teacher used pictures to remind pupils of a visit to Truro Cathedral, then asked them to work together in small groups, discussing and noting down the results of their discussions before joining together as a whole class group to combine their ideas. Pupils were interested and involved and learning well. In other lessons, teachers use drama or computers to add a different dimension to their teaching. In some lessons in Years 2, 3 and 4, however, there is too little pupil participation and pupils lose interest and concentration when they are required to listen to the teacher for too long. Although behaviour remains courteous, it is clear that the thoughts of some, particularly boys, are elsewhere!
20. The school has rightly identified the need to increase the quality and extent of boys' learning in lessons. Teachers try to choose activities that will appeal to boys and this is beginning to have an impact. The linking of subjects so that skills taught in one are reinforced in another is also beneficial to all pupils, but is having a particular effect on the enthusiasm of boys.
21. All teachers tell pupils what it is intended for them to learn in a lesson. Pupils dutifully head their work with this information. In the most effective lessons, teachers also tell pupils what this 'learning objective' means and how they will recognise when they have reached the objective. In a Year 1 English lesson, for example, the teacher made clear to pupils what 'ordering a story' meant by saying "...so you need to remember what happens first in the story, then what happens next...". This helped the pupils concentrate on the correct aspect of what they were being read and promoted learning well. They were also able to say whether they had successfully reached the objective. This practice is not consistent throughout the school and opportunities for improving pupils' understanding of what they are aiming for and the motivation that is added by knowing when you have learned something are lost. Similarly, although work is conscientiously marked, some teachers are better than others in using their marking to clearly indicate to pupils where they have succeeded and where and how they could improve.
22. Pupils with special educational needs are taught well. Teachers take into account their differing needs when planning lessons and often ask teaching assistants to provide additional support. Teachers also use the skills of teaching assistants well to promote learning amongst other groups of pupils. These assistants are skilled in working with groups and this allows the teacher to target work more precisely at pupils of different ages and levels of attainment in the class.
23. The school has a good number of systems for assessing pupils and recording what they know and can do. Day-to-day systems provide detailed information of the attainment of each pupil. All pupils are set half-termly targets for the improvement of their work and most work to make the improvements. Detailed pupil records are not, however, used as consistently as they should be. The small amount of unsatisfactory teaching seen in Year 2 was caused by the teachers' lack of knowledge about the level of prior attainment of the pupils in the group. Other good systems for tracking the progress of individuals and groups of pupils to provide information for purposes such as the grouping of pupils or the targeting of school improvement work have built on previous work but are relatively new. Good use is already being made of the information that these records provide, but it is too early to see the impact on pupils' progress.

The curriculum

Overall, the curriculum is satisfactory and enriched well with a good range of extra-curricular activities that are well attended and which cater for both boys and girls. Accommodation and resources are good.

Main strengths and weaknesses

- Personal, health and social education and citizenship underpin the curriculum and make a strong contribution to the school's good ethos.
- The curriculum is enriched by a good range of extra-curricular activities, visits and speakers.
- There are good links made between subjects.
- The school is in the process of developing the curriculum to meet the needs of the new class structure but lacks systems for monitoring and evaluating this.
- Pupils with special educational needs are catered for well and they achieve good standards.
- Teaching assistants make a positive contribution to pupils' learning.

Commentary

24. The school has a successful and effective programme for personal, social and health education that is linked to the 'Healthy Schools' initiative. This programme includes drugs education, sex and relationships education as well as the importance of health for life. Pupils are respected and valued and learn to respect and value themselves and others. The quality of such practice has very positive spin-offs, both in the overall ethos of the school and in the teaching of the lower-attaining pupils and those with special educational needs, who progress well.
25. The basic curriculum is broad and appropriately balanced and is enriched well. There are a large number and wide range of activities offered to the pupils both during and beyond the school day to enable greater access to, or to extend, the curriculum. Pupils have opportunities to take part in sports activities and competitions. Trips outside the school and the use of specialists in school are very important parts of the curriculum that help to enrich pupils' learning. Clubs such as cooking club link in with the 'Healthy Schools' initiative and support the good work in personal and social education well. As well as enabling pupils to apply the personal attributes they have discussed and learned, it raises their confidence and self-esteem. Links between subjects are developed wherever possible and opportunities to enhance literacy and mathematics skills are promoted well through other subjects, assisting pupils to attain above average standards.
26. Work has begun to adapt the school curriculum to cover the needs of the newly formed class structure, but as this had been in place for only two weeks prior to the inspection, it is not yet fully effective. Staff are aware that it is in need of further development. The school does not have a fully developed overview of the curriculum or the monitoring procedures to ensure that provision remains in balance and that there is a progression of skills in the new teaching programmes.
27. Staff and management are totally committed to including all pupils. Pupils with special educational needs are provided for well both in classes and beyond and, as a result, they achieve well. They are fully included in all activities. The teaching assistants make a significant contribution to these pupils' learning through the well-targeted work matched to the needs of individuals. Action has been taken to ensure that pupils who are gifted or talented are involved in additional initiatives, for example mathematics master classes and county-level physical education activities. This is an improvement since the last inspection.
28. Overall, the school is resourced well and the accommodation is good. The new ICT suite provides a good resource and is being used very well. Outside play areas provide good

facilities for sports. Although good attempts are made to use the outdoor area, children in the reception year do not have sufficient opportunity for self-initiated outside play because there is no area of appropriate size for their use.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is satisfactory, as is the provision of support, advice and guidance based on the monitoring of pupils' achievement. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- Very successful emphasis is given to the pupils' understanding of how to keep healthy.
- The induction arrangements for children in reception ensure that they settle easily into school.
- All adults know pupils well and provide good levels of personal attention and care.
- Pupils are involved in school decision making in a good number of ways.

Commentary

29. The school has gained 'Healthy Schools' status because of its very successful work in this field. Pupils are helped both to understand the importance of different aspects of health and given regular opportunities to put their knowledge into action. The school day begins with a whole-school exercise session, which includes adults as well as pupils and sets the day off to a good energetic start. Pupils are involved with selling healthy snacks and the school cook provides a good range of healthy meals at lunchtime. Even the youngest pupils know what food to eat and what to avoid and a good many follow these rules. The success of such activities is to be seen in the marked absence of overweight pupils in the school.
30. The school has satisfactory health and safety procedures overall, but these are not fully co-ordinated and monitored. Procedures for child protection are satisfactory but staff training needs updating. Staff are very aware of child protection issues, but no training has been given for some time. Although staff are conscious of the dangers associated with different activities and no health and safety issues were identified during the inspection, procedures lack formality. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are good and nearly all staff have been trained in first aid. Security is good and supervision at lunch and playtimes is secure.
31. The arrangements for children when they start at the school include preliminary visits to the school by both children and parents. Parents and children felt well prepared for their new experience and the success of this was to be seen in the very settled behaviour of the children in their second week in the school. Older pupils who join the school are helped to settle equally quickly.
32. There is a strong bond of trust between pupils and all adults who work in the school. Pupils feel they could turn to adults for advice. Adults know the pupils well and offer them good support. Personal development is monitored informally through class notes and reports. Parents feel strongly that their children are well supported and cared for. Academic monitoring is used satisfactorily to inform pupils how they can improve.

Throughout the school, pupils with special educational needs are supported well and this ensures that their self-esteem remains high.

33. Pupils' views are sought consistently through the school council, the 'Healthy Schools' council, Circle Time (a class activity in which pupils can discuss issues and concerns), assemblies and personal, social and health education. As a result of school council meetings, pupils now run the tuck shop and have contributed to the development of the school playground. Most pupils in their questionnaire felt confident that their views are heard and acted upon.

Partnership with parents, other schools and the community

Links with parents and other schools are satisfactory. Links with the community are good.

Strengths and weaknesses

- Most parents have positive views of the school but relationships with a small minority are strained.
- Parents are provided with good information about their child's progress as well as about the day-to-day life of the school.
- The school seeks to involve parents by encouraging them to support their child at home and, where possible, to help in school.
- There are effective sporting links with other local schools.
- Good links are forged with the local community to the benefit of all parties.
- Valued support is received from the school's friends association.

Commentary

34. At the pre-inspection parents' meeting and in a small return to the parental questionnaire, parents and carers expressed positive views about most aspects of the school. Although relationships with most parents are good, it is clear from correspondence that relationships with a small minority are strained. These parents still hold a sense of grievance from, for example, changes to the school week which occurred earlier in the year and expressed their concerns in writing. They do not feel that the school takes account of their views or has responded well to their concerns. Although parents are given opportunities to express their concerns, the findings of the inspection endorse parents' views that the school has not always reacted sufficiently well to these to maintain parents' confidence. As a result, a small number of parents removed their children from the school and a small number are clearly still unhappy. The school has itself identified these relationships as needing improvement.
35. Information provided for parents is good. Links with parents to help them support their children at home are good, through advance information about what is to be taught, reading diaries and homework diaries for older pupils. Reports are lively and well written, they give an honest and diagnostic picture and offer helpful targets. Pupils write extensive and frank self-assessments of their own progress in all areas. Regular newsletters are friendly in tone and keep parents well informed of events. The school has regularly invited contributions from parents to inform the school improvement plan. The prospectus and governors' annual report to parents are somewhat formally presented but comply with requirements.

36. Parents are interested and involved in the school. Attendance by parents at consultation meetings and at the governors' annual parents' meeting is very good. Given the small size of the school, a good number of parents help in the school on a regular basis. The 'friends of the school' association runs a good range of social and fund-raising activities and raises good sums to buy equipment to support children's learning. Staff take care to ensure that parents are involved early in any behavioural issues, so that these can be improved as soon as possible. Links with parents of children with special educational needs are good and parents expressed satisfaction with the way that the school handles special needs concerns.
37. There are good links with the local secondary school and parents and pupils praised the extensive links through sports, which help the transition to the next stage of education as well as raising sporting achievement. There are links with other local primary schools through sports and shared residential visits that ensure pupils have opportunities to get to know a wider range of children. The link with the local pre-school group is not currently as close as it should be and the school should take action to try to improve this.
38. The school has good links with the local community: for example, members of a local church take assemblies regularly and the community police officer visits to give talks to the pupils. Good use is made of the local environment so that pupils develop an understanding of the area in which they live. Several local groups use the school and the school has useful links with local industries.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school and of the headteacher are satisfactory. The leadership of senior staff and subject co-ordinators and the governance of the school are all satisfactory overall, although within each there are good aspects.

Main strengths and weaknesses

- The whole staff team plays a very positive role in ensuring that the school is a place where all pupils develop very well personally and attain above average standards in English, mathematics and science.
- The leadership and management of special educational needs, personal, social and health education, science and the Foundation Stage are good and lead to good provision.
- During the absence of the headteacher the assistant headteacher ably took charge and enabled all aspects of the education provided to be effectively managed.
- The school's self evaluation is not sufficiently rigorous in ensuring that weaknesses are identified with a precision that enables prioritised development and improvement.
- Although governors have a good understanding of the strengths and weaknesses of the school and are fully involved with its work, they are not working closely enough with the school in monitoring the impact of the education provided.
- Day-to-day financial management is good.

Commentary

39. The headteacher, together with all staff, provides clear direction for the work of the school in assisting all pupils to be fully included, to mature and gain personal confidence and self-esteem. All pupils are treated with respect that enables them to mature personally. The result is a school that prepares pupils well for life in the future.
40. The effective leadership of the Foundation Stage, of personal, social and health education and of special educational needs has promoted these areas of the school's work well. Information

gained from the assessment of pupils' attainment and progress has been used productively in the setting of targets and the focusing of provision. The enthusiasm and knowledge of the co-ordinators has greatly enhanced the education provided in these areas. Good leadership in science has meant that all pupils have continued to do well despite the staffing changes. These examples provide a good model for the strategic management of the school with their clear focus on pupils' achievement and high standards.

41. In other areas of the school's work, leadership and management are more variable and reliant on individual skills rather than whole-school systems. There are limited organised opportunities for co-ordinators to monitor teaching and learning in their subjects, although many undertake informal monitoring via talking with colleagues and looking at pupils' work. Established co-ordinators, like those in ICT and science have gained a clear view of their subjects and have good plans for their improvement. In subjects where leadership has changed, such as in English and mathematics, the accumulated knowledge has not been easily transferred and the subject's improvement is slower. In both these subjects, however, the new co-ordinators are working hard to identify what needs to be improved and have sought the advice they need to begin improvement work.
42. During the recent absence of the headteacher the assistant headteacher was effective in supporting and developing many aspects of the school, for example revising the special educational needs register to enable more effective teaching of children who have special educational needs, ensuring that these pupils achieve well. She was also instrumental in further developing a system for tracking the progress of individual pupils so that their needs can be more closely met. She continues to give valuable support to the headteacher. The recent turbulence in the leadership of the school does, however, mean that leadership and management are not currently as strong as they were at the time of the last inspection.
43. The school's method of self-evaluation is not sufficiently well organised or precise. The many assessment systems provide information about pupils' achievement but this information is not used systematically in identifying the priorities for school development. The new school improvement plan is not yet sufficiently clear in stating the goals that staff are working towards and the way in which improvement work will be organised and monitored. Therefore it does not fully help to ensure that staff energies will be used in the most productive way. Governors have a clear view of where the strengths and weaknesses of the school lie and they ensure that all statutory duties are met. Individual governors are supportive and visit regularly. Although they are aware of the need to both support and challenge the school, they are currently not sufficiently involved in evaluating provision for its impact on pupils' learning.
44. Financial matters are well organised in the short term and from day to day. There are appropriate arrangements for monitoring expenditure and the school's administrative officer maintains accounts accurately and promptly. Governors have reacted to difficult budget decisions well. They are beginning to look at simple comparisons of performance such as the expenditure on teaching assistants. The school improvement plan is, however, not clearly enough linked to the school's overall financial planning and this does not allow governors the opportunity to monitor the effects of spending on pupils' achievement.
45. Although the size of the school means that costs are high, because pupils achieve satisfactorily and attain above average standards the school gives satisfactory value for money.

Financial information for the year April 2003 to March 2004

<i>Income and expenditure (£)</i>		<i>Balances (£)</i>	
Total income	257,252	Balance from previous year	27,675
Total expenditure	270,329	Balance carried forward to the next	14,535

Expenditure per pupil	2,677
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PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the reception year is **good**.

Main strengths and weaknesses

- Children achieve well in the areas of personal, social and emotional and mathematical development and in most aspects of communication, language and literacy.
- Teaching of these young children is thoughtful, well planned and responsive to their needs.
- The newly formed partnership between the teacher and the teaching assistant is already productive and enhancing children's learning.
- Assessment is well organised and used to promote partnership between parents and school.
- Children's progress in learning to write is a relative weakness.
- Outside accommodation is unsatisfactory in that it does not allow for children to work outside with minimal supervision.

Commentary

46. At the time of the inspection there was only one full-time reception child and seven children who attend part-time in the mornings. All were in their second week of schooling. Reception children are taught in a class with Year 1 pupils but careful separate provision is made for them. When they start school, the children's overall attainment is about average. By the end of the reception year, their attainment is above average in all aspects of their development except writing. Except in this one element, their achievement is good.
47. The quality of teaching is good overall. The programme of work for the children is well planned. Management is firm but friendly and good relationships had already been established. Reception children are given the opportunity to be taught in a separate group, often by the teaching assistant. Activities have clear purpose and are well taught and supported by the assistant. Both adults are very sensitive to the children's needs and are quick to change or finish an activity when they know that the children have reached the end of their current powers of concentration. As a result, children are already very happy and settled in school.
48. Leadership and management of the Foundation Stage are good and have ensured that the quality of the provision has been maintained since the last inspection. Good systems are established for planning work and for assessing children. Parents are fully included when targets are set for their child on a termly basis. Indoor accommodation is adequate for the teaching of the reception children alongside Year 1 pupils. The lack of a restricted secure outdoor space, however, does not lend itself well to enabling children to promote their independence because outdoor activities have to be adult -controlled for most of the time.
49. At this early stage of the year, much of the work had a focus on **personal, social and emotional development**. Children were being given a clear pattern of working that was

being very successful in promoting their personal skills. Children separated happily from their parents or carers and were keen to tell them what they had been doing when they were collected. The behaviour of the Year 1 pupils showed that they had been very successfully taught to respect each other and to work and play well together. They showed an ability to play independently but were sometimes less confident when working, especially when writing.

50. The children achieve well in most aspects of **communication, language and literacy** and the teaching is good. A wide range of activities provide well for this. Both the teacher and teaching assistant are skilled in talking with the children in a way that encourages them to speak. By the end of the year, the children are confident and articulate, expressing simple opinions about things as well as relating what they have seen or done. Good basic reading skills such as knowledge of the link between sounds and letters have been established and Year 1 children read simple texts confidently. Writing skills are less well developed, with current Year 1 pupils showing reluctance to write unless they know a word is 'right'.
51. In **mathematical development**, the children achieve well and the quality of teaching and learning is good. By the end of the reception year most children have a good understanding and knowledge of number and shape. They use good mathematical vocabulary when talking about their work. Most add together two groups of objects and represent this by writing a 'sum'. A significant proportion of the Year 1 pupils had exceeded the early learning goals at the end of their reception year and are now well placed to make good progress in the future.
52. In the two sessions of physical education seen, reception children were well taught and this was promoting their **physical development** well. By being taught with the older pupils, they were able to follow their example and develop their running, jumping and balancing skills well. Work was carefully matched to their different experience and good support is provided by the teaching assistant. Children have opportunities to play on larger equipment and ride bicycles when working outdoors. It is clear by the dexterity with which the Year 1 pupils handle pencils when writing and drawing that skills involved in finer movements have also been well taught.
53. There were few opportunities to observe **creative** activities or those that contribute to children's **knowledge and understanding of the world**, but the attainments of the Year 1 pupils show that pupils have achieved well in these aspects.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards in English are above average in the Year 2 and Year 6 national assessments and pupils are achieving appropriately overall.
- The unsettled staffing situation in Years 3 and 4 has had an adverse impact on standards achieved and progress made.

- Teaching assistants provide good support for pupils who have special educational needs and they achieve well.
- Teachers try hard to motivate boys and are having some success with this.
- Systems for assessment and target-setting are good.
- Good links are made between English and other subjects.

Commentary

- Standards in English are improving. Over the last four years they have improved in line with the improvement seen nationally. A dip in standards in 2003 meant that results of the national tests for Year 2 and Year 6 pupils were well below average. Standards have now recovered. Pupils in 2004 attained above average standards in reading and writing at the end of Year 2 and in English at the end of Year 6. Considerably more pupils achieved the higher level (Level 5) at the end of Year 6 compared with the previous year. Overall, pupils' achievement is satisfactory. Pupils' books, as well as results of national and internal testing and lesson observations, show that pupils currently in Years 1, 2, 3 and 6 have achieved well. Due to the unsettled staffing situation, pupils currently in Years 4 and 5 have not achieved as well as they could. Pupils with special educational needs do well. They are well supported and every effort is made by staff to raise their attainment through carefully planned work and encouragement.
- Pupils' speaking and listening skills are above average. In Year 2, pupils happily discuss their work and use good levels of vocabulary as they do so. By Year 6, when working in pairs or small groups, pupils listen carefully to the points of view of others before making a contribution. Most pupils listen well but a small minority of boys do not always do so. Lack of attention particularly occurs when they are required to be static and listen for too long and this inhibits the effectiveness of their learning. Pupils make particularly good progress when the quality of teachers' questioning encourages them to give longer and more structured answers, thus requiring them to use their language to organise their thinking. In a good Years 4, 5 and 6 art lesson, for example, when discussing their collages, pupils were able to explain how they were going to develop their ideas and how they would know if they had been successful.
- Reading in both Years 2 and 6 is above average. Due to regular timetabled opportunities to practise their skills individually and as part of teacher-led groups, pupils read with confidence and good expression. They are well supported in their learning by good teaching that ensures that skills are built systematically. Teachers provide opportunities for reading outside English lessons and this successfully encourages an enjoyment of books and stories from an early age. The school has identified boys' performance as an area of concern and is trying to address it through, for instance, attractive non-fiction books and the increased use of ICT for research. This work has already begun to have impact and, during the inspection, boys' attainment and achievement were seen to be as good as that of girls.
- Standards in pupils' writing are above average in Years 2 and 6. As a result of intervention programmes and good teaching, standards in writing have improved and the impact of this can be seen in raised standards. Teachers provide pupils with good opportunities to write for a range of purposes in many subjects and this helps pupils practise their writing skills.

58. Overall, the quality of teaching and learning is satisfactory, with good teaching seen in Years 1, 5 and 6. In the good lessons, teachers use effective strategies to manage pupils' learning, involving them actively through use of such techniques as drama. This results in pupils working with interest and concentration. In these effective lessons, there is clear identification of what pupils need to learn and this is discussed with pupils at the beginning of the lesson. As a result, pupils are given clear purpose to their activities and this guides lessons well. Both teachers and pupils are able to assess informally how well the lesson has gone. In the satisfactory lessons, teachers spend too long in introductory sessions and pupils are too passive. This leads to loss of pupils' attention and impatience to begin which detracts from learning.
59. The leadership and management of English are satisfactory. The co-ordinator is new to the role and has not had time to significantly influence teaching and learning in the subject. A good start has been made in improving assessment and target-setting. The results of tests across the school have been analysed and these are being used to effectively target appropriate support. There is data that tracks the progress of pupils at the end of the year, but this is currently not being used systematically by all staff when planning the first lessons for a new year. The new co-ordinator has a clear idea of the development required in English and is aware of the need to further develop writing skills as well as continuing to motivate boys.

Language and literacy across the curriculum

60. Teachers provide a good range of opportunities for pupils to use their speaking, listening and reading skills within other subjects and these support pupils' learning in all subjects, as well as extending skills in English. Good examples of pupils' writing for a range of purposes were also seen and included the use of ICT for writing. The co-ordinator has provided good advice to teachers about linking English with other subjects such as history, where pupils have opportunities to write in a range of styles including letters, chronological accounts and reports.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are above average.
- There is too much inconsistency in the extent of pupils' achievement in different year groups.
- There is a particular weakness in pupils' ability to talk about their work and to translate this into what they write down.
- In some lessons, pupils are fully involved and interested in what they are doing. In others, activities do not involve them enough and pupils lose this interest.
- The new subject co-ordinator is already ensuring that there is an improvement in the way in which mathematics is taught.
- Although assessment information is available from the good school assessment procedures, this is not always used to full effect when lessons are planned.
- Teachers make good links between mathematics and other subjects.

Commentary

61. Pupils achieve in a satisfactory way overall but their progress and achievement are patchy. Pupils do well in Year 1 where there is consistently good teaching. Evidence from

pupils' books from the previous year is that they achieved well in Years 2, 5 and 6 and that their progress was good. In the 2004 national tests, Year 2 pupils attained standards above those attained nationally. Year 6 pupils attained average standards in the national tests in 2004, and data shows that, compared to pupils who attained similar levels at the end of Year 2, they had made good progress. Over the last four years, standards in mathematics have risen in line with those nationally. Standards amongst current Year 2 and Year 6 pupils are above average. Higher-attaining pupils do well in these year groups because work set is challenging.

62. The disruption in staffing and the lack of consistency in the way in which pupils were taught has, however, had a negative effect on the progress and achievement of pupils currently in Years 4 and 5. Although pupils with special educational needs have made secure progress because they receive good additional support from teaching assistants, a significant number of other pupils in these year groups, particularly boys, have not. The school has recognised this and has identified ways in which these pupils will be helped to make better progress, including targeted support and the addition of an extra class in the mornings to create smaller teaching groups. These plans are sensible, but it is too early for them to have had an effect.
63. By Year 6, pupils are competent mathematicians who calculate accurately and who have good knowledge of aspects of mathematics such as shape and space and data handling. There is, however, a particular weakness throughout the school in the pupils' ability to talk about the methods they are using to solve a problem and to translate their thinking into jottings and written mathematics. This means that they do not find problem solving as easy as they might.
64. Overall, the teaching in mathematics is satisfactory, but there is consistently good teaching in Years 1, 5 and 6. In the lessons for these pupils, teachers use a good mix of teaching methods that ensure that pupils are active during the lesson in a variety of different ways, for example discussing with a partner, using wipe-clean boards, moving to assist the teacher and using practical equipment of various kinds. This helps to ensure that pupils remain interested and concentrate well. In other lessons, there is insufficient activity and pupils are required to listen to the teacher or to engage in a single type of activity for too long. This reduces concentration, particularly amongst boys and, although they continue to behave well, they become over dependent on adults to encourage them to keep working and finish the task.
65. Leadership of the subject is satisfactory. The new co-ordinator has made a good start in identifying the strengths and weaknesses in the provision in mathematics. She has sought advice and help and has put into place a system for tracking pupils' progress and identifying aspects of mathematics that need improvement. These are signs of good leadership and management, but the newness of the work means that there has been insufficient time to make its impact more than satisfactory.
66. The school has now got good assessment procedures in mathematics but the information from these is not always used to ensure that pupils have work at the correct level. On occasion, work is too easy or too difficult for the pupils. This reduces learning. Marking is used well by some teachers to help pupils understand how they can improve their work, but this is not consistent across the school. This inconsistency is also evident in the way in which pupils are helped to know what they are aiming for in a lesson. Some teachers are very careful to ensure that pupils know exactly what they should be able to

do by the end of the lesson and this helps pupils to experience success and encourages them to try harder. Other teachers are not as clear and the advantage is lost.

Mathematics across the curriculum

67. Teachers make good links between other subjects and mathematics. Pupils are taught to use mathematical skills, for example the use of graphs to display data, in lessons such as science. ICT is used well to promote speed in numeracy and to support work in understanding shape and measures. All this ensures that pupils begin to understand the relevance of what they learn as well as giving them good opportunities for the consolidation of skills and knowledge.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well. By the time they reach Year 6, standards are high.
- Lessons are active, practical and interesting and promote pupils' interest and learning well.
- Good leadership has ensured consistency in teaching and learning throughout the school.
- Teachers make good links between science and other subjects.

Commentary

68. Pupils throughout the school do well in science and standards have risen since the time of the last inspection. There is a consistency of approach and teaching that ensures this. By the time they are in Year 2, pupils have a good understanding of how to investigate within science and good knowledge about aspects of science such as what makes things move and the requirements of living things. Standards by Year 6 in 2004 were well above average and standards are set to rise still higher with the current Year 6 group. Most pupils are set to attain the higher level (Level 5) by the end of the year. Pupils talk knowledgeably and make generalised statements about what they know. They investigate intelligently and use their prior knowledge to predict what they will find when they investigate. Standards of recording are high and pupils use their literacy and numeracy skills well when they do this.
69. Teaching and learning are good. Teachers plan science with activity in mind and much of the teaching of scientific facts is done through practical, investigative activity. Pupils enjoy this and their motivation to learn greatly enhances the quality of what they do. Good links are made with other subjects, including English and mathematics, and good use is made of ICT to further learning, for example by allowing pupils to research further about topics they are studying or through the use of data management programs to assist with the presentation of findings.
70. There is good leadership and management of science. The co-ordinator has been in post a number of years and has taken care to ensure that the subject has improved year on year. There has been good monitoring that has identified areas of strength and weakness in the provision and this information has been used well to improve teaching and learning. The strength of this work is to be seen in the way the teaching and learning

in the subject have remained of a consistently good quality, despite the disrupted staffing that has caused dips in achievement in other subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Pupils are confident in the use of ICT and recognise that it can be used to improve their work.
- Teachers use ICT to very good effect to enhance the quality of their teaching.
- ICT is well linked to work in other subjects.
- The quality of the provision has improved since the last inspection.

Commentary

71. Standards in ICT are above average in Year 2 and average in Year 6. Pupils are currently achieving well overall. Pupils recognise that ICT is a tool that they can use to enhance their work and enrich their lives. In Years 1 and 2 pupils achieve well. They develop the basic skills of keyboard and mouse control and learn quickly how to follow on-screen instructions. Older pupils interrogate a big book to develop their skills as storytellers. Pupils use the computer for writing stories and for finding information, for example about their work in history. By Year 6, pupils are fully comfortable with using the computer to present their work, understanding that this can improve its impact on a reader. They have presented information in different ways using data management programs and research using controlled websites. As they study a unit of work, they make good progress but their overall achievement is only satisfactory because they have not fully covered all the aspects of the ICT curriculum. Elements such as control technology are planned for the future but pupils have lost ground to make up.
72. The quality of teaching in ICT is good. Teachers plan the use of ICT into many lessons and use it effectively to enhance learning. They regularly model the practical use of the technology, thereby reinforcing with the pupils its importance in their lives. As a result of effective professional development, teachers and teaching assistants are now able to teach and support work well. Consequently, pupils, especially boys, like ICT and are highly motivated to learn. The combination of these factors ensures that learning is good. Teachers show awareness of the different capabilities of pupils, including those with special educational needs, and activities provide appropriate challenges for groups of pupils.
73. Leadership and management in ICT are good. The ICT curriculum is tightly planned and monitored by the subject co-ordinators. Advice and support has been sought and this has provided staff with the training they have needed. The co-ordinators are aware that control and multi-media presentations are less developed aspects and there is an appropriate plan of action for future developments. Investment in new computer technology has been extensive and the school now benefits from good resources. There is also access to the Internet. There is, however, no whiteboard or appropriate display area for teachers to use while teaching specific skills to pupils in the ICT suite and this makes teaching the whole class difficult.

Information and communication technology across the curriculum

74. Provision for ICT across the curriculum is good and helps pupils achieve higher standards both in ICT and in other subjects. Teachers plan its use into lessons in a variety of ways, including presentation of work, research and data management. As part of a history lesson, pupils in Years 2 and 3 used the information they had downloaded to find out about Henry VIII. Pupils respond especially well to this active style of learning and are motivated to achieve well.

HUMANITIES

Religious education was inspected individually and is reported on in full. Work in history and geography was sampled but not in sufficient detail to provide a judgement on provision.

75. Only one **history** lesson was seen. Pupils' books show that they have had good opportunities to study history and pupils speak knowledgeably about the topic they studied last. Younger pupils were confident in talking about people they have learned about, such as Florence Nightingale, and about events like the Gunpowder Plot. They explained how they found out information and showed a liking for work in the subject. Year 6 pupils had a basic idea of chronology and talked about work undertaken about the Egyptians and about life during the first and second world wars, indicating that they had used a range of research methods such as books, the Internet and visits to museums to give them this knowledge. All this indicates that teaching and learning in history are secure and that pupils achieve in at least a satisfactory way. Good links are made with literacy and the pupils have produced a good quantity of written work that has enabled them to use their knowledge of different types of writing to effect.
76. No lessons in **geography** were observed. Inspectors looked at teachers' planning, talked with pupils and examined their work. This indicates that standards are in line with national expectations. Pupils' knowledge of topics covered, such as rivers and local and contrasting environments, is secure. They have benefited from visits to local places of geographical interest and the use of ICT for independent research is used well to support teaching and learning. As in history, there are good links made between subjects to enhance pupils' understanding. There is, however, a much smaller quantity of written work evident in pupils' books in geography than in history so the subject's contribution to the development of literacy skills is not as significant.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have good understanding of some difficult concepts taught through religious education.
- Pupils are interested in learning about beliefs and religious practices.

Commentary

77. As at the time of the last inspection, pupils achieve in a satisfactory way in religious education. Good care has been taken to ensure that there is full coverage of the locally agreed syllabus to allow this. Pupils have studied the range of faiths identified in this document and have knowledge of the stories and traditions associated with Christianity and other faiths, although they sometimes become confused between names and facts

about the various faiths. Older pupils have been given opportunity to develop their thinking and understanding of difficult issues and concepts, for example how ignorance about other faiths breeds prejudice, and higher-attaining Year 6 pupils show themselves capable of deeper thought than is usually seen.

78. Teaching and learning are satisfactory. In the best lessons seen, activities were very appropriate to the age and interests of the pupils and included a range of types of task. In a Year 1 lesson, for example, pupils listened to facts about the Hindu ceremony of Raksha Bandhan, made Rakhi bracelets and then enacted the ceremonial giving of bracelets. This promoted enthusiasm and meant that pupils remembered the basics of the tradition well. It is clear, however, from books and discussions with pupils that not all teaching is as successful in promoting learning because tasks are not always as creative. Teaching has, however, ensured appropriate learning in religious education and, additionally, given pupils opportunity to consolidate their literacy skills.
79. Leadership and management of the subject are satisfactory. The subject has not been the focus of school improvement of late and, although the co-ordinator has done a good job in ensuring that teachers have the correct knowledge and resources to help them teach religious education, she has not had opportunity to monitor teaching and learning in any great depth.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music and art and design were sampled during the inspection, but not in sufficient detail to provide a judgement on provision. Design and technology was not inspected. Physical education was inspected in detail and is reported on below.

80. One lesson in **art and design** was observed. There was, additionally, abundant evidence in displays in classrooms and public areas of pupils' work in art. The standards of pupils' work are in line with those usually seen and show that pupils have the opportunity of using a wide range of materials and techniques. Teachers' planning pays good attention to the clear identification of the skills the pupils need to learn and this is discussed with the pupils at the beginning of the lessons. In the good lesson seen with the older pupils, the teacher's interventions were well targeted and increased learning and standards of work. Art and design work across the school is enhanced through links with other subjects such as history and literacy. Older pupils look at examples of Tudor art while younger pupils make masks and puppets linked to 'book week'. Mexican masks and a collage depicting the Cornish tale of 'Lutey and the Mermaid' make a good link with pupils' cultural development.
81. Only one lesson in **music** was observed. Teaching and learning in this lesson was good. Pupils were keen to make sounds with their hands, feet and fingers and with other objects. They performed their short compositions confidently to the rest of the group. The teacher used a good range of techniques for teaching the subject, successfully enhancing the suggested activities in the published scheme of work used in the school. This resulted in good learning.
82. Pupils are keen to sing and enjoy participating in assembly. Pupils participate in a number of high-quality productions each year, which require them to learn and perform a range of songs. Curriculum enrichment in music includes pupils from Year 2 upwards being able to learn the recorder and older pupils playing in a band. Last year, Year 6

pupils took part in a Cornish theme 'transition' music programme with the local secondary school. This enabled them to improve their musical skills and cultural learning as well as meet other Year 6 pupils from neighbouring schools, thus smoothing the path to secondary education.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Teachers show good understanding of the best way to teach physical education.
- Standards are above those expected of pupils of this age.
- There is a good range of extra-curricular sporting activities.
- Physical activity and its link with health are given high status in the school.

Commentary

83. Overall standards in physical education are above average and pupils achieve well. This is similar to the findings of the last inspection but, since then, the school has extended the range of physical activities offered well. Standards of gymnastics seen during the inspection were good, with pupils working with agility and precision. Records show that standards in swimming are above those expected and that higher attaining pupils are successful swimmers at area level. The school's success in sports, such as netball and football is indicative of above average standards overall because, in such a small school, all pupils are involved in school teams! Higher-attaining and gifted and talented pupils do well through the encouragement they get to join activities at county level, while those with less physical ability are sensitively supported.
84. Teaching and learning are good. Teachers assess pupils' performance well and their knowledge of how to improve pupils' physical skills is good. They use demonstration well to model the requirements of activities and so act as good examples for the pupils. They evaluate the performance of individual pupils and give good guidance on how they can improve. Physical education makes a good contribution to pupils' personal development because it links with work associated with health education.
85. Leadership and management in physical education have been good. Although the current co-ordinator is new, it is clear from the quality and extent of the provision that much good work has been done. The provision for curriculum enrichment in sport is good, with a wide range of well-supported activities available to pupils both within and outside of the school day. These are well attended and some, such as some gym sessions, have the benefit of being led by outside experts. These activities and the opportunities that pupils have to participate in competitive sporting activities with other schools are effective in improving the confidence of pupils and in raising their self esteem, as well as having a positive impact on their achievements.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There is **very good** provision for pupils' personal, social and health education and citizenship.

Main strengths and weaknesses

- Very good personal, social and health education has a positive impact and the result of this can be seen in the very good behaviour and healthy attitudes of the pupils.
- National initiatives are used well to actively promote very good personal development.
- The school successfully promotes pupils' understanding of citizenship.

Commentary

86. The school's commitment to providing high quality education in this area is evident everywhere. Teaching and learning are very good and pupils achieve very well. Teachers and teaching assistants make very good use of the many formal and informal opportunities to reinforce personal and social development. Planned lessons, assemblies and opportunities through activities, such as the cooking club and 'Fruity Friday' to promote a healthy lifestyle, make an important contribution to the pupils' overall education. 'Wake up, Shake up' an initiative where the whole school starts the day with physical exercise led by pupils is helping to promote a healthier lifestyle and contributes well to personal development. The school is rightly proud of pupils' achievements and well deserves its 'Healthy Schools' accreditation.
87. There is a good range of opportunities for pupils to exercise responsibility through their involvement in the school council and the school tuck shop. These opportunities effectively contribute to the understanding of citizenship and to the good ethos in the school. Pupils are very willing to be enterprising and take responsibility. The school's effective playground 'buddy' scheme, in which pupils themselves look after other pupils on the playground, plays a significant role in the good behaviour seen.
88. The personal, social and health education programme is well supported by visits from outside agencies, such as a representative from 'Childline' and the 'cooking bus', which promotes healthy eating. The 'Childline' initiative enables Years 5 and 6 pupils to take on further responsibilities involving peer mentoring. The provision made for these areas is very well led by the co-ordinator, who brings to the subject personal knowledge and enthusiasm that ensures its continued high profile. There has been good improvement since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

